



ADVANTAGEARTS
academy

2018-19 Charter School Proposal

REQUIRED INFORMATION

Charter School Information				
1. Name of proposed charter school: Advantage Arts Academy				
2. Name of applicant: Advantage Arts Academy				
3. Authorized agent: Treion Muller				
4. Mailing address: Street, City, State, Zip: 454 S. 500 E., Farmington, Utah 84025				
5. Phone number: (801) 558-6705			6. Email address: treion.muller@gmail.com	
7. District(s) where proposed charter school is located: Jordan School District & Davis School District				
8. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add rows as necessary)				
Name	Email	Position on Board (e.g., chair, secretary)	Type of Member (e.g., parent, business)	Profession
Treion Muller	Treion.muller@gmail.com	Chair	Business	eLearning Architect & Director of Dev.
Kim Dohrer	dohrer@yaho.com	Secretary	Education	Education Specialist
Chris Finley	cfinley@sagelawpartners.com	Financial Coordinator	Law	Attorney
Dr. Bryan Bowles	bbowles@dsdmail.net	Advisor, Founder	Education	District Superintendent
Lisa Cluff	lisa@sorensoncompanies.com	Advisor, Founder	Education	Executive Director
9. Year school will start: 2018				
10. Grades served: K-6				
Does proposed grade configuration match resident district grade configuration? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No				
11. Requested Enrollment (NOTE: PROPOSAL IS FOR TWO CAMPUSES, each campus enrolling 3 classes of ~28 students/grade)				
Year 1: Grade K: <u>168</u> , Grades 1-6: <u>1,008</u> , Grades 7-8: <u> </u> , Grades 9-12: <u> </u> , Total: <u>1,176</u>				
Year 2: Grade K: <u>168</u> , Grades 1-6: <u>1,008</u> , Grades 7-8: <u> </u> , Grades 9-12: <u> </u> , Total: <u>1,176</u>				
Year 3: Grade K: <u>168</u> , Grades 1-6: <u>1,008</u> , Grades 7-8: <u> </u> , Grades 9-12: <u> </u> , Total: <u>1,176</u>				

12. Is this proposal seeking special treatment under UCA 53A-1a-501.9 ? No	13. Is this proposal seeking priority consideration under UCA 53A-1a-502.5 ? No
14. A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers and titles). N/A	

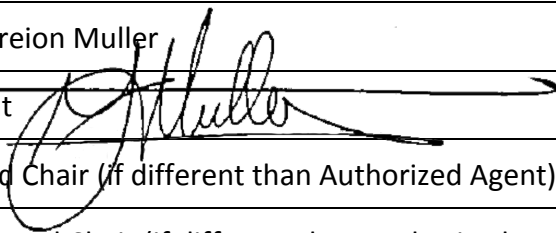
Signatures	
WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data in this proposal are true and correct. Therefore, this proposal for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.	
Name of Authorized Agent: Treion Muller	
Signature of Authorized Agent 	
Name of Charter School Board Chair (if different than Authorized Agent)	
Signature of Charter School Board Chair (if different than Authorized Agent)	

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SECTION 1: Executive Summary

Mission

The mission of Advantage Arts Academy is to provide students with quality instruction that emphasizes the four components of the Beverley Taylor Sorenson Arts Learning Program.

Vision

The vision of Advantage Arts Academy (“AAA”), in alignment with the Beverley Taylor Sorenson Arts Learning Program (“BTSALP”), is to effectively increase our students’ performance in every subject, as well as improve students’ social skills, emotional well-being, arts awareness, and core academic capacity.

The mission of Advantage Arts Academy speaks to the four components of the Beverley Taylor Sorenson Arts Learning Program. These components include: (i) arts integration with the core curriculum; (ii) collaborative planning time with the Arts Integration Specialist and classroom teacher; (iii) time for side-by-side teaching; and (iv) professional development provided by professional development partners. It is our proposal to have these four BTSALP components as AAA’s focus. Advantage Arts will be the only school in Utah that has the BTSALP as their focus and not as a supplemental add-on program. By adopting the BTSALP components as the instructional model, arts integration would be in all core curriculum courses and be the language of the school.

Two Campuses

In addition to the four components of the BTSALP, there are also four disciplines or art forms included in the program. The four disciplines are: music, dance, theatre, and visual arts. Advantage Arts Academy is requesting to open two schools in 2018 in order to share resources and develop a strong arts integration program.

With the four art forms, music, dance, drama, and visual arts, AAA would have two full-time Arts Integration Specialists, one located at each school, each with two of the art forms as their expertise, complimenting each other and covering all four disciplines. This would allow the Arts Integration Specialists to work together, providing side-by-side time with teachers in all four disciplines as well as modeling lessons and teacher preparation time together. AAA is committed to the two full-time positions without receiving Beverly Taylor Sorenson grant monies. If grant monies were received AAA would expand resources to the BTSALP as needed.

Having two Advantage Arts Academy campuses allows for increased lesson development with grade level teachers across campuses to promote collaboration and lesson sharing. For example, the Arts Integration Specialists can work directly with all second grade teachers on developing science lessons utilizing dance as a medium to present and enhance the science content. Once a lesson is developed all second grade

teachers across the two campuses can share feedback to improve and/or adjust the lesson. The school will use resources and expertise from both campuses to provide quality teacher mentoring and administration collaboration will be an integral part of AAA.

Partnerships

In addition to sharing Arts Integration Specialists, AAA would be able to provide quality professional development for both schools allowing for unique collaboration and lesson development. We have met multiple times with Kelby McIntyre-Martinez, Assistant Dean for Arts Education & Community Engagement. Mrs. McIntyre-Martinez is also currently the Program Director of Professional Development at the University of Utah for the Beverley Taylor Sorenson Arts Learning Program. If AAA were to receive a BTSALP grant from USOE, the school would work directly with Mrs. McIntyre –Martinez in developing opportunities for whole group and small group professional development for teachers focused on arts integration and discipline content. Whether AAA receives a grant or not, Kelby McIntyre-Martinez has agreed to be an advisor to the AAA Board of Directors. Her expertise will give AAA a strong foundation in providing quality professional development for the faculty of both schools. In addition, we have met with the Beverley Taylor Sorenson endowed chair at Weber State University.

In developing our vision for AAA, Lisa Cluff, CEO of Art Works for Kids Foundation, has been instrumental. The school envisions a long association with her and the Art Works for Kids Foundation. Inasmuch as the AAA board of directors is committed to providing a quality choice in an arts integration education, the Beverley Taylor Sorenson Arts Learning Model is our desired focus. To quote Ms. Cluff: “the arts allow everyone to communicate with each other.” What a wonderful vision for establishing a network of schools that can collaborate in providing students with an arts integration enhanced education.

Our goal is for Advantage Arts Academy to be a model BTSALP school within three years. Other schools receiving the BTSALP grant can then come and visit AAA campuses that are focused and dedicated to the BTSALP. In addition to improving student instruction, this model will provide a means for action research for teachers, field experiences for graduate students, and an avenue for gathering consistent academic data on the value of arts integration in teaching and learning. Initially, we plan to have one model classroom at each campus furnished and designed based on the arts integration model classroom at the University of Utah. Our goal would be to add a model classroom annually.

School Purpose

Considering the statutory purposes and emphasis on unique and effective instructional philosophies, the AAA board of directors embraces the benefits associated with a network of two schools that focus their instructional model on the four components of the BTSALP. The idea of introducing the BTSALP program to the charter community not

only aligns with the statutory purposes of a Utah public charter school, but also can be viewed as the next step in promoting the purposes behind the Beverly Taylor Sorenson grants that have benefited charter schools and school districts over the past ten years. These grants have been instrumental in providing arts integration instruction throughout the state. The mission and vision of AAA specifically aligns with the mission and goals of the BTSALP, which are to integrate arts teaching and learning into core subject areas as a strategy for improving the social, emotional, core academic, and arts learning of students.

AAA's purpose is to continue to improve student learning and increase choice of learning opportunities for students. AAA campuses will focus on engaging instruction that is aligned to the Utah Core Standards. Utilizing all of the elements of BTSALP teachers will help students meet and exceed student achievement goals by engaging students through arts integration in the core curriculum. By having all teachers invested in the BTSALP and receiving consistent professional development, AAA will improve student learning and provide a unique choice of learning opportunities for Utah families.

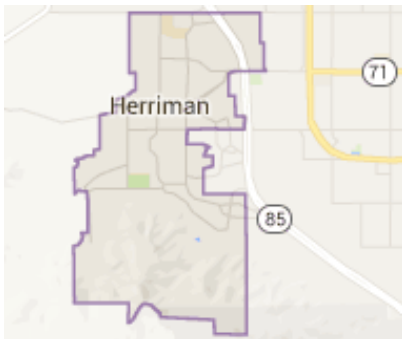
A study conducted by the Kennedy Center in 2012-2013 demonstrated impressive results on the implementation of their CETA (Changing Education Through the Arts) program. Arts Integration is defined by the Kennedy Center as an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process, which connects an art form and another subject area and meets evolving objectives in both. This definition is consistent with the BTSALP. This study speaks to both improving student learning and increasing choice of learning opportunities. Among the twelve key findings, the study found students in arts-integrated classrooms are more creative, engaged, and effective at problem solving than their counterparts who are not in arts-integrated classrooms.

These results highlight specific skills that improved in student performance as a result of arts-integrated instruction. Not only do students in the CETA program see the influence of the arts in non-arts subjects, and produce more original and creative ideas, but also their teachers notice and encourage this creative ideation as evidenced by significant correlations between student and teacher responses. Teachers in CETA schools also report that their students display more intellectual curiosity, experience higher levels of excitement from their school work, and apply more effort and "grit" during their attempts to complete their school projects and assignments. Parents of these students identified their children as risk-takers, more comfortable solving ill-defined problems, and tolerant of the opinions and ideas of others. The student profile created by these results offers a perspective for creating confident, intellectually curious, and positively challenged citizens who may be better equipped to generate original ideas to improve their world and contribute to a creative global economy. The full Kennedy Center study is available on the ArtsEdge website: <https://artsedge.kennedy-center.org> using the search term "research."

SECTION 2: Market Analysis

As noted above, Advantage Arts Academy (“AAA”) is petitioning to open two campuses in 2018. It is the intent of the governing board to situate these campuses in Salt Lake and Davis counties. The purpose of this Section is to provide a marketing and demographic assessment of the two target locations, specifically: Herriman and Centerville/Bountiful. This analysis will provide a brief description of the target area for both locations and provide an overview of their respective demographics, trends, and the appeal of AAA’s program.

Advantage Arts Academy - Herriman



Herriman is located in the southwest portion of Salt Lake County. By design, Herriman city leaders have sought to balance its small-town appeal with the aggressive pursuit of economic development. The city’s scenic environment, abundant community amenities, and active/engaged residents have combined to make Herriman a natural fit for AAA’s program.

The United States Census Bureau reported that Herriman was home to roughly 6,257 households and 21,705 residents in 2010, with an estimated population of 30,835 residents in 2015. Census data further indicates that roughly 44% of Herriman residents are under the age of 18. With an estimated increase of over 9,000 residents between 2010 and 2015, Herriman has been ranked as one of Utah’s top five fastest growing cities in terms of *both* percentage of growth and raw numbers. (See, Semerad, Tony, “Utah Growing Twice as Fast as Nation as Whole.” Salt Lake Tribune. 05/21/2015. Last updated 07/07/2015. Web.)

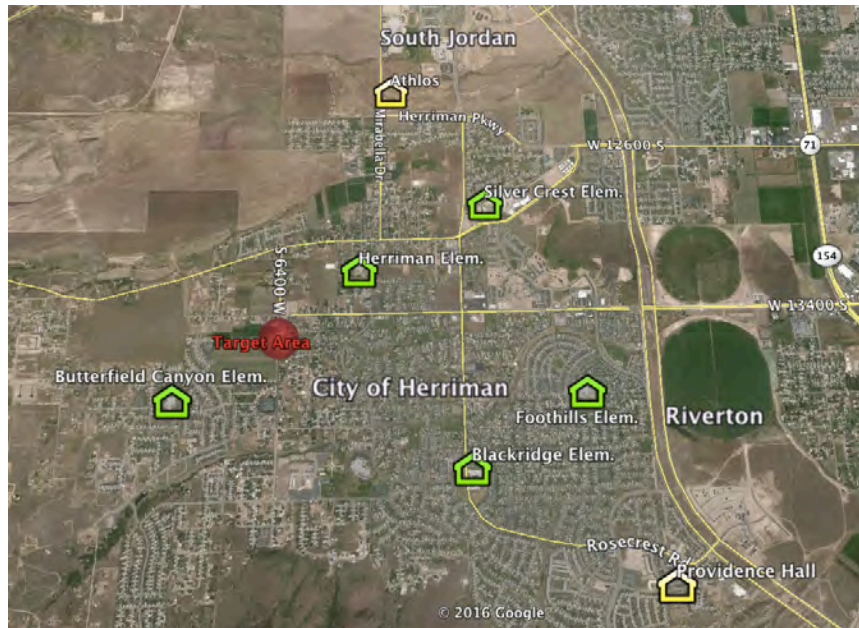
Much of this population growth can be attributed to regional economic trends currently impacting multiple cities in the southern portion of Salt Lake County and the northern portion of Utah County. Inasmuch as these economic factors are bringing more and more families to Herriman, public school enrollment has experienced a similar increase in population.

Educational Environment

Herriman city is located within the boundaries of Jordan School District. With a reported 2015 fall enrollment of 52,324 students, Jordan School District is the fourth largest school district in the state of Utah. (See, Utah State Office of Education, “Fall Enrollment Summary, October 2015.” *LEA by Grade Report*.) In fall 2015, the district enrolled approximately 27,999 students in grades K-6, and roughly 21% of the district’s K-6 enrollment attended one of the six district elementary school located within or near the border of Herriman city. (See, *id.*, referenced schools include: Herriman Elementary, Blackridge Elementary, Butterfield Canyon Elementary, Silver Crest Elementary, Foothills

Elementary [Riverton], Midas Creek Elementary [Riverton]). Currently, there is one operational charter school (Providence Hall) in Herriman, and one additional charter school (Athlos Academy) scheduled to open in the fall of 2016. Providence Hall is located in the southern portion of Herriman, and Athlos Academy is constructing a facility in the northwest portion of the city (see, map below).

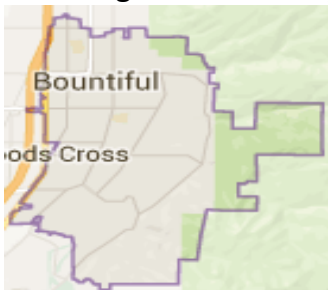
Jordan School District is located within a high growth area and is planning to meet the demands of this growth by constructing new facilities and/or through implementing alternative learning schedules to accommodate growth. (See, Jordan School District, “Comprehensive Annual Financial Report.” *Fiscal Year Ended June 30, 2015.*)



Despite the addition or expansion of existing charter schools, the district anticipates growth of approximately 2,000 students each year. (Id.)

As indicated on the map above, AAA has identified the crossroads of 13400 S. and 6400 W. as its target area. We have met with city planners and identified several available locations that will not only serve residents in Herriman and its surrounding communities, but will also target a portion of Herriman that is experiencing significant growth in population with relatively few viable public education options. We believe that this target area along with the benefits of our focus on arts integration will be a very attractive option for parents seeking choice in public education in the Herriman area.

Advantage Arts Academy – Centerville



As the board reviewed potential locations for Advantage Arts Academy, board members’ ties with Davis County, the arts, and the potential opportunities for local professional development quickly narrowed the search to southern Davis County. The target area, specifically the city of Centerville and the neighboring city of Bountiful, provide a unique opportunity to locate a new charter in an established community that promotes the arts, values education, and has

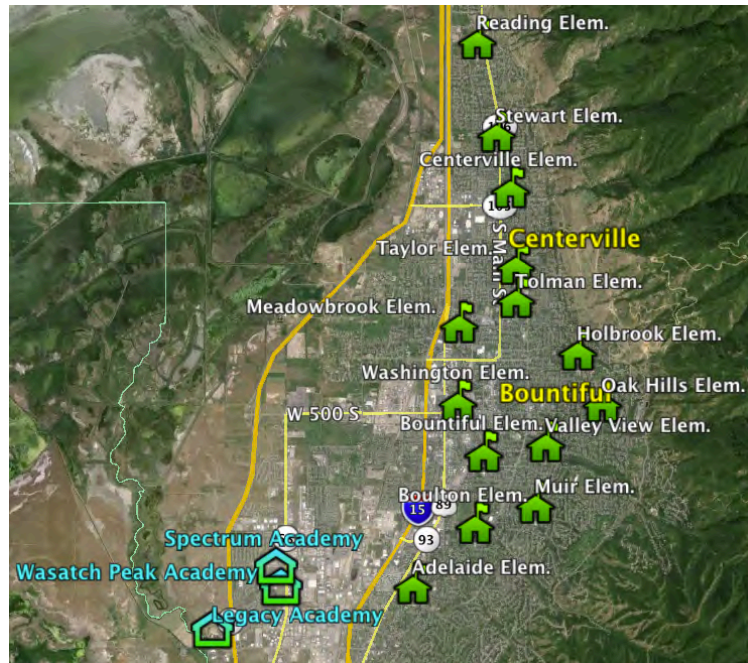


relatively few charter school options in the immediate vicinity. Regarding promotion of the arts, this area is home to the Centerpoint Legacy Theater and the Bountiful Davis Arts Center, which has served as the premier regional community art center in Davis and southern Weber counties. In addition, the area is home to numerous private dance, music, and art studios.

The United States Census Bureau reported that Centerville was home to roughly 5,347 households and 15,279 residents in 2010, with an estimated population of 16,877 residents in 2015. Census data further indicates that roughly 30% of Centerville residents are under the age of 18. In addition, the Census Bureau reports that Bountiful was home to roughly 14,018 households and 42,593 residents in 2010, with an estimated population of 43,784 residents in 2015 and roughly 29% of Bountiful residents are under the age of 18. Combined, there are over 60,000 residents within these cities, and yet there is not a single charter school within their boundaries.

Educational Environment

Centerville and Bountiful are located within the boundaries of Davis School District. With a reported 2015 fall enrollment of 69,879 students, Davis School District is the second largest school district in the state of Utah. (See, Utah State Office of Education, "State of Utah October 1st Enrollment Counts for School Year 2015-2016." *LEA by Grade Report*.) In fall 2015, the district enrolled approximately 38,156 students in grades K-6, (*Id.*) and roughly 18% (6,756 students) of the district's K-6 enrollment attended a district elementary school located within borders of Centerville and Bountiful. (See, Utah State Office of Education, "Fall Enrollment Summary, October 2015." *Also note*: referenced schools include: Reading, Stewart, Centerville, Taylor, Meadowbrook, Tolman, Washington, Bountiful, Holbrook, Oak Hills, Valley View, Muir, Boulton, and Adelaide elementary schools.) As noted above, there are no charter schools located within the boundaries of Centerville or Bountiful.



The student population in Davis School District continues to grow. Based on information from Utah's Bureau of Vital Records, the district anticipates net migration to remain positive and project an additional 2,500 students over the next five years measured from October 2015 to October 2020. (See, Davis School District, "Comprehensive Annual Financial Report." *Fiscal Year Ended Jun 2015*.) However, growth within the district is mainly occurring in the north and southwest section of the district. (*Id.*)

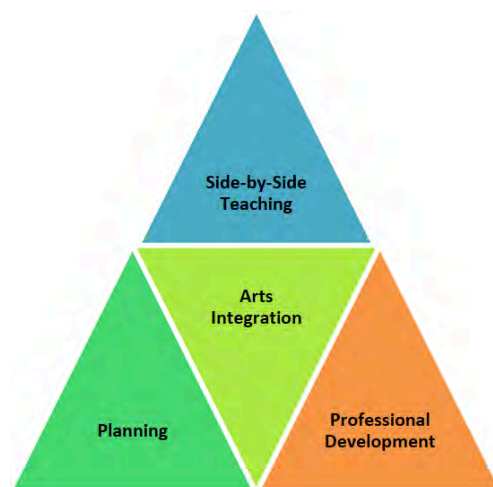
While our Centerville/Bountiful target area is not situated in an area identified as "high growth," it is home to approximately 6,756 students attending grades K-6 that do not have a local charter school option in their city. This provides AAA with the unique opportunity of being the first charter school to a community. It is our firm belief that offering our academic program focused on arts integration to this community will be enthusiastically received and will result in a robust student enrollment.

SECTION 3: Program of Instruction

Method of Instruction/Philosophy of Instructional Strategies

It is our proposal to have the four components of the Beverley Taylor Sorenson Arts Learning Program ("BTSALP") serve as the focus of Advantage Arts Academy (AAA). These components will be the foundation for instructional strategies and lessons on a daily basis. As stated in the overview, the four BTSALP components are: (i) arts integration with the core curriculum; (ii) collaborative planning time with the arts integration specialist and classroom teacher; (iii) time for side-by-side teaching; and (iv) professional development provided by professional development partners. Advantage Arts Academy will be the only school in Utah to have the BTSALP as their focus and not as a supplemental add-on program. By adopting the BTSALP components as the instructional model, arts integration will be the language of the school.

The first goal of the BTSALP is to integrate arts teaching and learning into core subject areas as a strategy for improving the social, emotional, core academic, and arts learning of students in elementary schools. The focus on arts integration is represented by its placement in the center of the diagram to the right. (Rorrer, Groth. Executive Summary: Beverley Taylor Sorenson Arts Learning Program Year 1 Implementation Evaluation. 2009)



Second, to support arts integration, the BTSALP model also includes planning time in which arts specialists and classroom teachers collaboratively design lessons that purposefully integrate the art core standards with other core subject matter to enhance understanding and mastery of both the art core curriculum (i.e., visual arts, dance,

drama, or music) and the academic subject core curriculum (i.e., reading/language arts, mathematics, science, and social studies).

According to the BTSALP, side-by-side teaching is the third component of the model. Side-by-side teaching occurs when the arts specialist and classroom teacher conduct lessons together. In this inclusive model, the arts specialist brings expertise in the art form and the classroom teacher brings expertise in the core subject areas. Together, they lead lessons aimed at improving student engagement and enhancing students' access to and mastery of subject matter—both art subject matter and core subject matter. The BTSALP expectation is that side-by-side teaching happens at all grade levels and in all classrooms so that students have the opportunity to engage in an arts integrated lesson at least weekly.

Source: info re: BTSALP goals, (Rorrer, Groth. Executive Summary: Beverley Taylor Sorenson Arts Learning Program Year 1 Implementation Evaluation. 2009)

The fourth component of the BTSALP model is professional development, as provided by professional development partners. Professional development partners may include Art Work for Kids, the University of Utah, Weber State University, ArtsEdge with the Kennedy Center, other schools, and USOE. With two campuses and two full time arts integration specialists, our goal is to provide teachers with professional development that not only expands their knowledge base and skill set but can also lead towards an arts integration certificate or Masters in Fine Arts.

Advantage Arts Academy will utilize arts integration as defined above by the BTSALP to provide academic instruction that requires “collaboration, research, intentional alignment and practical application on behalf of the teachers. From the students, integration demands creativity, problem-solving, perseverance, collaboration and the ability to work through the rigorous demands of multiple ideas and concepts woven together to create a final product” (Riley, S. "Use Arts Integration to Enhance Common Core." *Edutopia*, Nov. 2012).

AAA has the unique opportunity to develop afterschool programs around the four art forms with teachers and Arts Integration Specialists working with parents to help participating students deepen their expertise in the art form of their choice. Arts integration provides opportunities for significant improvement of classroom instruction due to its ability “to engage students in experiential learning, which is the process for making meaning directly from the learning experience as opposed to academic learning, the study of a subject without the direct learning from experiencing that subject. But there is a distinction between classrooms that use arts as a resource and classrooms that fully integrate art in the planning and implementation of curriculum” (Strategies for Arts Integration, Scholastic, 2016).

Curriculum for AAA will be chosen based on the following criteria, including supplemental resources: Research based; Standards are outlined and aligned to the Utah Core Standards in each specific content area; Materials are available to students and parents in both electronic and written formats whenever possible; Curriculum based assessments are available; Supplemental resources support a tiered model of instruction with interventions outlined for each specific tier; Enhancement resources are available, and instructional materials/teacher's manuals, etc. support the resources provided for students; and Arts integration lessons will be developed in conjunction with the arts integration specialist from open resources such as Art Works for Kids, and ArtsEdge Kennedy Center, and other on-line resources.

The administration, in collaboration with teacher committees, will review curriculum before choosing textbooks or digital curriculum, and will conduct an annual review of student curriculum to ensure it is meeting the needs of students and student academic outcomes are being met. Supplemental resources will be identified based on need, and teacher input, and will be reviewed based on growth in student outcomes. All chosen curriculum material will be aligned to Utah Core Standards.

Research Based Curriculum: AAA will use only research-based curriculum that aligns with the Utah Core Standards to best meet the needs of our student population. This curriculum will include a strong reading and mathematics curriculum such as Fountas and Pinnell for Language Arts and Houghton Mifflin for Math, Science, and Social Studies.

Fountas and Pinnell Guided Reading is a research-based program with a specific phonics, spelling, and grammar curriculum that is correlated to the books at each student's reading level (www.FountasandPinnell.com). Houghton Mifflin Math offers teachers, students, and parents research-based approaches in a highly accessible format so all students can reach grade-level success—and beyond (www.hmlt.hmco.com). The Houghton Mifflin program is available online for parent and student accessibility. Final decisions on curriculum will be made closer to AAA's opening, allowing for any changes in core standards and mandated assessments.

Assessment: In accordance with our mission and philosophy, the academic program will provide a strong academic foundation of core curriculum with arts integration as outlined by BTSALP. Students will participate in all Utah Performance Assessment Systems for Students as outlined on the USOE assessment website. AAA will also have a separate Mathematics and Language Arts assessment, such as Zaner–Bloser, for Language Arts and MobyMax Math. Assessment goals include providing individual student data for teachers to guide instructional adjustments; having longitudinal data to measure student progress; and school-wide data to help in evaluating teachers and programs.

Meeting the needs of all students: AAA values each child's unique personality and strengths. We also recognize that each student learns in his or her own way and we will

differentiate instruction to the individual learning styles of each child. Instructional interventions will focus on individual achievement and academic progression. We believe the BTSALP is a strong tool in meeting the needs of all students. All teachers at AAA will be trained and understand the provisions set forth in the Individuals with Disabilities Education Act (IDEA). AAA will uphold all laws to ensure that students receive a free and appropriate public education (FAPE). AAA will meet the needs of all students including ESL and Special Education by utilizing the tiered model of instruction for reading and math.

In the University of Utah's Beverley Taylor Sorenson Executive Summary Interim Report 2008-2009, the following seven recommendations were made which apply across the four program domains—arts integration, planning, side-by-side teaching, and professional development. These recommendations were made based on researching schools receiving Beverley Taylor Sorenson grants. The recommendations were as follows:

1. *Define and refine expectations* across BTSALP program implementation areas.
2. *Develop infrastructure* to support the implementation of the BTSALP model.
3. *Align subject core and arts core* to maximize use the BTSALP model and provide resources for other schools.
4. *Generate coherence* between BTSALP model and other school organization and structures, teaching and learning expectations, reforms/initiatives, and school improvement efforts.
5. *Develop leadership* capacity for arts integration across the school, district, and among stakeholders.
6. *Ensure and share resources* such as time, physical space, materials, curriculum, training and development, and staff.
7. *Cultivate support* among multiple stakeholders, including the school community, the district, the universities, and the state.

With our mission and vision focused on the implementation of the BTSALP and all its components within the four art forms, AAA is has been designed to address all of these recommendations. For example, the fourth recommendation addresses the issue of BTSALP being an add-on program within a school organization – this issue is addressed by our specific focus. The fifth recommendation is addressed by opening two schools at the same time with two full-time Arts Integration Specialists and focused BTSALP professional development for the administration and staff. The seventh recommendation speaks to support among stakeholders. Families choosing AAA will be committed to the BTSALP from the beginning and partnerships are already being developed with the University of Utah and Art Works Foundation. AAA is removing any roadblocks to the full and successful implementation of the BTSALP, allowing for a model arts integration school focused on academics, arts awareness, emotional well-being, and the social skills success of all students.

Appendix A – Background Information Sheets

Background Information Sheet

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name: Treion Muller

Role with school: Board Member

Expertise: Program Development, Business & Leadership Models

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

As a father of five and parenting author, I take education very seriously, and believe strongly in the proper educational framework. With a masters degree in learning and development I have a relevant base to work from. I also spend my days at Franklin Covey researching and writing about how people like to learn, and building training experiences to facilitate those best practices. I am often called upon to speak at industry conferences about the future of learning and this new generation of learners. I have also served on the Southern Utah University Board of Trustees as a student leader (Student Body President), and believe I bring a unique skillset to the Board.

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

While my not-for profit history is limited to my time at a Credit Union, I have had several years in group organization and leadership. I currently lead the digital development team at Franklin Covey, which involves several different groups, both internal and external, and know how to successfully lead these groups towards a common goal.

Employment History: Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and

APPENDIX A
Background Information Sheets

experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

As the Chief eLearning Architect and Director of Development at Franklin Covey, I co-founded the division of digital learning. My role in this position over the last eight years has provided me with a unique perspective on developing learning programs and managing project teams. My experience may help with starting the school on a trajectory for success due to my familiarity with hiring strategically, developing solid programs, and understanding both the small and large tasks needed to develop and run organizations.

I am an author, presenter, and trainer with the ability to convey clear messages and recognize and follow best practices. I work with organizations of all sizes to convey the great leadership principals based on the Franklin Covey model and have been a project manager at Franklin Covey as well as a Corporate Trainer at America First Credit Union. I understand the role of a Board of Directors as well as the appropriate governance model.

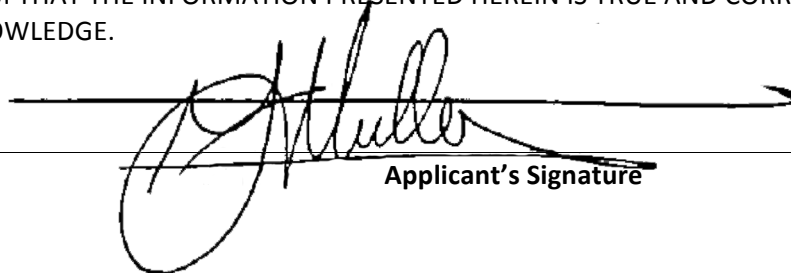
Education History: Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

I earned my B.A. in Communications and Management from Southern Utah University where I also served as the Student Body President, Student Body Academic Vice President, Presidential Ambassador, and in other leadership roles. Then I proceeded to Utah State University to obtain a Masters in Instructional Design.

My educational background, combined with my work history, display a thorough knowledge and passion for the educational sphere and I am pleased to be able to offer additional educational opportunities through my service on the Advantage Arts Academy Board of Directors.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR ADVANTAGE ARTS ACADEMY CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.


Applicant's Signature

Background Information Sheet

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name: Christopher Jon Finley

Role with school: Board Member

Expertise: Legal

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

As an attorney and parent, I believe that education is paramount for children and parents. Families need to have options to fit their goals and interests. Education is the core of our society. Matching each child's needs or interests will enhance their love of learning. My desire for Advantage Arts Academy is to provide a medium to inspire students to develop a passion for the classroom by integrating arts and providing opportunities to learn using a variety of creative outlets.

I have extensive knowledge and experience in the organization and administration of businesses. The majority of my law practice is focused on protecting businesses from liability that can take valuable resources away from propelling the success and ultimate goal and purpose of the business. I work with businesses of all sizes and professions. I also pursue and defend claims for commercial clients through litigation, which allows me to understand the application of statutes and case law within the State and provides me with additional insight to advise my clients.

My legal knowledge and personal educational aspirations perfectly parallel the needs of Advantage Arts Academy in its infant stage, and I offer my commitment and resources to meet the demands of this important role as a board member.

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

I believe that volunteering is a key element of success in all aspects of my life. I appreciate the time I am able to volunteer in the community through church and service organizations. I have served on the Legislative Affairs Committee through the Davis Chamber of Commerce and most recently the Government Affairs Committee for the Northern Wasatch Association of Realtors

APPENDIX A Background Information Sheets

and look forward to being involved there. I also had the opportunity to provide legal assistance at the Housing Law Department and the Homelessness Division in New Orleans on two separate occasions following Hurricane Katrina. I have also represented clients pro bono, including offering free guardianship estate planning to families in need. I understand the time and effort it takes to establish an organization and the basic needs of those throughout the organization. I believe that Advantage Arts Academy is a worthy investment of my time and I look forward to seeing the fruits of my investment in the form of academically successful youth who understand the importance of the arts in education.

Employment History: Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

During law school, I had the opportunity to clerk for the Honorable Rosemarie E. Aquilina, a State Circuit Court Judge in Michigan, and also for the Honorable Clark Waddoups, a Federal District Court Judge in the District of Utah. I came to understand the process and application of the law in both civil and criminal court actions and had the opportunity to prepare memoranda for both judges to provide my opinion on how case law should be applied in business litigation cases.

While preparing for the Utah Bar Exam and immediately following, I worked for a small bankruptcy law firm representing individual debtors. This experience helped me gain an appreciation for fiscal responsibility. I was soon hired by a commercial litigation firm based on my performance for them on a temporary basis and was successful in supporting the other attorneys in litigating cases in several legal practice areas, including complex contract dispute cases, employment law, civil RICO and fraudulent transfer cases, and ad valorem tax appeals on behalf of the Utah Association of Counties. I also had the opportunity to work with well-known business owners to apply and modify bylaws and operating agreements, manage meetings and organize meeting minutes and other corporate documents.

My broad legal experience has provided me with the ability to understand all aspects of business organization and administration. I am also able to approach problem solving by looking at the issues from all angles to provide practical advice.

As an attorney with a successful and busy law practice, I focus on commercial and trust dispute litigation, organizational structuring, estate planning, and real estate. I also am a licensed real estate agent and am proficient in reviewing real estate transactions. This experience may be helpful as the school looks at facility options for the building whether through development or a building purchase. I understand budgeting and financial management and have worked with startup boards.

Education History: Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

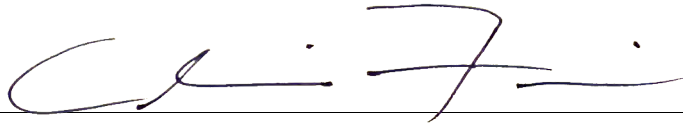
APPENDIX A
Background Information Sheets

I graduated from Thomas M. Cooley Law School with a Juris Doctor degree. While in school I was judge and competitor in several intra-school moot court competitions, was a member of the Disaster Relief Legal Association and helped found the J. Rueben Clark Law Society at Cooley.

I also graduated from Southern Utah University with a Bachelor of Science in Political Science and a B.S. in Criminal Justice with a minor in Computer Information Systems and was a member of the Criminal Justice Honor Society.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR ADVANTAGE ARTS ACADEMY CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

A handwritten signature in dark ink, appearing to be 'C. F.', is written above a horizontal line.

Applicant's Signature

Background Information Sheet

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name: Kim Dohrer

Role with school: Board Member

Expertise: Education Specialist

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

I am excited to be a member of the Governing Board of Advantage Arts Academy. I have worked with charter schools for ten years and my relationship with board members has always been a highlight, but I have never served on a charter school board and I am looking forward to a new role. As I have met with other board members and board advisors my excitement has grown over the amazing possibilities for AAA students. My educational experience in traditional schools and working with charter schools allows me to be a board member who can see both the big picture and possible roadblocks to providing a quality education to our students. I am very familiar with the Beverley Taylor Sorensen Arts Learning Program and its rich history of complimenting other school programs. I believe the mission of AAA provides a unique school-wide commitment BTSALP.

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

I have spent the last ten years learning all aspects of charter school management and governance. I regularly provide charter school board trainings and attend state and national charter school conferences. Additionally, I have served as a mentor to new administrators and a trusted colleague to experienced administrators. My experience includes serving on non-profit boards throughout my educational career, including Mid-town Community Health in Ogden and Weber Human Services (thirteen years). I have managed school and program budgets in excess of a million dollars. While working as an administrator for Ogden School District I worked closely with the city, serving on many city committees including the gang task force (ten years). I also had the opportunity to work closely with Weber County Correctional personnel in building space for adult education classes when they were building their new facility.

Employment History: Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered

APPENDIX A
Background Information Sheets

sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

Education Specialist, Academics West, Kaysville, Utah, 2006-Present
Principal Lincoln Elementary, Ogden City School District, Ogden, Utah, 2005- 2006
Director of Adult and Community Education, Principal of Washington High School, and Even Start Family Literacy Program Director, 1997- 2005
Principal of Washington High School and Director of the Family and Community Resource Center, Ogden City School District, 1995-1997
Director of the Family Community Resource Center, Ogden City School District, 1994-1995
Assistant Principal, Central Middle School, Ogden City School District, 1992-1994
Orientation Teacher/Counselor, Washington High School, Ogden City School District, 1991-1992
Assistant Principal, Central Middle School, Orientation Teacher/Counselor, Washington High School, Elementary Counselor, Ogden City School District; Counselor, Lake Travis Middle School, Mathematics Teacher, Lake Travis Middle School and Del Valle High School, Austin, Texas; Mathematics Teacher, Northwest High School and Coleman Jr. High School, Wichita, Kansas, 1987-1992

Education History: Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

Reading Endorsement. Weber State University, Ogden, Utah, 2005.
Advanced Certificate in Technology Leadership. Western Governor's University, 2002.
English as a Second Language Teaching Endorsement. Weber State University, Ogden, Utah, 1999.
Covey Leadership Facilitator Certification: Seven Habits of Highly Effective People. Ogden, Utah, 1996.
Administration Certification. Utah State University, Logan, Utah, 1992.
Masters of Education, Counseling and School Psychology. Wichita State University, 1985.
Teaching Certificate, Secondary Mathematics. Wichita State University, 1979, Utah Certification Highest Level: IV.
Bachelors of Science, Public Administration, and Public Recreation Administration. University of Arizona, Tucson, AZ, 1976. Honors project: "Perspectives on the Central Arizona Project".

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR ADVANTAGE ARTS ACADEMY CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.



Applicant's Signatur

Appendix B - Articles of Incorporation

ARTICLES OF INCORPORATION
OF
ADVANTAGE ARTS ACADEMY



RECEIVED
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Utah Div. of Corp. & Comm. Code

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The undersigned natural persons over the age of eighteen (18) years, acting as incorporators of a nonprofit corporation under the Utah Revised Nonprofit Corporation Act, adopt the following Articles of Incorporation for said corporation:

ARTICLE I
NAME

The name of this nonprofit corporation shall be Advantage Arts Academy.

ARTICLE II
DURATION

This corporation shall continue in existence perpetually unless dissolved pursuant to law.

ARTICLE III
PURPOSES

- (1) To operate exclusively as a nonprofit corporation under the laws of the state of Utah.
- (2) To engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing and following purposes.
- (3) To engage in any and all other lawful purposes, activities and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code of 1986 or corresponding provisions of any subsequent Federal tax laws (the "Code") and are consistent with those powers described in the Utah Revised Nonprofit Corporation Act, as amended.
- (4) To solicit and receive contributions, purchase, own and sell real and personal property, to make contracts, to invest corporate funds, to spend corporate funds for corporate purposes, and to engage in any activity "in furtherance of, incidental to, or connected with any of the other purposes."
- (5) No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, trustees, directors, officers, or other persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered to the corporation and to make payments and distributions in furtherance of the purposes set forth herein.

Date: 05/22/2016
Receipt Number: 6473614
Amount Paid: \$30.00

**ARTICLE IV
VOTING MEMBERS**

This corporation shall not issue shares of stock evidencing membership and shall have no voting members.

**ARTICLE V
POWERS**

A. Powers in General. Subject to the pursuits and objectives declared in Article III and any other limitations herein expressed, this corporation shall have the power to do any and all things which a nonprofit corporation may do under the laws of the State of Utah, including, but not limited to, the following:

- (1) To receive, acquire, hold, manage, administer, and expend property and funds for purposes authorized by Section 501(c)(3) of the Code;
- (2) To take property and funds by will, gift, or otherwise. The corporation shall not have the power to take or hold property or funds for any purpose other than purposes authorized by Section 501(c)(3) of the Code;
- (3) To hold, in its own name and right, real and personal property of every nature and description without limitation as to extent, character or amount, and with all the powers of control, management, investment, change, and disposal incident to the absolute ownership of property or funds by a private person, subject only to the terms of particular trusts and to the general trust that all its properties and funds shall be held for purposes authorized by Section 501(c)(3) of the Code;
- (4) To borrow money either upon or without security, giving such promissory notes or other evidences of indebtedness and such pledges, mortgages, or other instruments of hypothecation as it may be advised;
- (5) To appoint and pay officers and agents to conduct and administer the affairs of the corporation;
- (6) To adopt Bylaws prescribing the duties of the officers and agents of the corporation, the detail of the organization, the time and manner of its meetings, and any and all detail incident to its organization and the efficient conduct and management of its affairs;
- (7) To do any and all things which a natural person might do, necessary and desirable for the general purposes for which the corporation is organized;
- (8) To receive and use funds obtained from private donations, devises and bequests, and from all lawful sources to be applied for purposes authorized by Section 501(c)(3) of the Code;
- (9) No recital, expression or declaration of specific or special powers or purposes hereinabove enumerated shall be deemed exclusive, it being intended that this corporation shall have any and all other powers necessary or incidental to the accomplishment of its objects and purposes and each and all of the powers now conferred or that may hereafter be conferred by the laws of the State of Utah on nonprofit corporations.

B. Powers Relating to Specific Objects and Purposes. This corporation shall have the powers necessary or incidental to the carrying on of its objects and purpose.

C. Restrictions. Notwithstanding any statement to the contrary in these Articles of Incorporation, no part of the net earnings of the corporation shall inure to the benefit of any director or officer of the corporation or any private individual, except that reasonable

APPENDIX B
Articles of Incorporation

compensation may be paid for services rendered to or for the corporation affecting one or more of its purposes; and no director or officer of the corporation or any private individual shall be entitled to share in the distribution of any of the corporate assets on dissolution of the corporation. No substantial part of the activities of this corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except as permitted by Section 501 of the Internal Revenue Code of 1986 or corresponding provisions or any subsequent Federal tax laws), and the corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office. This corporation shall not carry on, otherwise than as an insubstantial part of its activities, activities which are not in furtherance of one or more of the aforementioned purposes for which the corporation is organized. The corporation shall hold its assets subject to and in accordance with Utah Code § 53A-1a-510.5 and -517.

**ARTICLE VI
REGISTERED OFFICE AND AGENT**

The street address of the corporation's initial registered office is 454 S. 500 E., Farmington, Utah 84025. The name of the corporation's initial registered agent at said initial registered office is Treion Muller. *Also Principal Office.*

**ARTICLE VII
INCORPORATORS**

The names and addresses of the incorporators are:

Treion Muller
454 S. 500 E.
Farmington, Utah 84025

Kim Dohrer
3092 N. 3500 E.
Liberty, Utah 84310

Christopher Finley
140 N Union Ave, Ste. 220
Farmington, Utah 84025

**ARTICLE VIII
DIRECTORS**

The number of directors of the corporation shall be no less than three (3) and no more than seven (7), as fixed from time to time pursuant to the provisions of the corporation's Bylaws. The number of directors constituting the present Board of Directors is three (3), and the names and addresses of the persons who are to serve as directors until their successors are selected and qualified are:

Treion Muller
454 S. 500 E.
Farmington, Utah 84025

Kim Dohrer
3092 N. 3500 E.
Liberty, Utah 84310

Christopher Finley
140 N Union Ave, Ste. 220
Farmington, Utah 84025

ARTICLE IX LIMITATIONS ON LIABILITY

The directors, officers and employees of the corporation shall not be personally liable in those capacities for the acts, debts, liabilities or obligations of the corporation.

ARTICLE X BYLAWS

Provisions for the regulation and management of the internal affairs of the corporation shall be set forth in the Bylaws.

ARTICLE XI AMENDMENT OF ARTICLES OF INCORPORATION

These Articles of Incorporation may be amended at any time in any manner which is permissible under the laws of the State of Utah; provided, however, that these Articles of Incorporation shall in no event be amended in any manner so as to change this corporation from a nonprofit corporation to a corporation organized or operated for pecuniary profit; nor shall the Articles of Incorporation be amended so as to make the purposes of the corporation inconsistent with the purposes as specified in Article III herein.

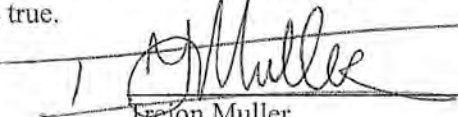
ARTICLE XII DISSOLUTION

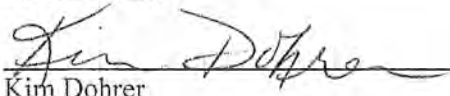
Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, transfer the assets of the Corporation to the Utah State Board of Education.


**ARTICLE XIII
DEBTS AND OBLIGATIONS**

Neither the corporation's chartering entity nor the State of Utah, including any agency of the State of Utah, is liable for the debts or financial obligations of the corporation or officers or agents of the corporation.

In Witness Whereof, the undersigned have executed these Articles of Incorporation this 21st day of June, 2016, and say: That they are all incorporators herein; that they have read the above and foregoing Articles of Incorporation; that they all agree to be incorporators and Board members; that they know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.


Treion Muller


Kim Dohrer


Chris Finley

ACKNOWLEDGMENT BY REGISTERED AGENT

The undersigned, Treion Muller, being first duly sworn on oath deposes and says that he is the person appointed as the Registered Agent of Advantage Arts, and that he does hereby acknowledge and accept such appointment.


Treion Muller

Appendix C – Bylaws

BYLAWS OF ADVANTAGE ARTS ACADEMY

ARTICLE I NAME, PURPOSE

1. The name of the organization is **Advantage Arts Academy** (the “corporation”).
2. The corporation was formed to manage, operate, guide, direct and promote the corporation, a Utah Public Charter School. The corporation is organized under the Utah Nonprofit Corporation Act for public purposes and is not organized for the private gain of any person.

ARTICLE II MEMBERS

The corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights which would otherwise by law vest in the members shall vest in the board.

ARTICLE III MEETINGS OF DIRECTORS

1. **Annual Meeting.** The Board of Directors of the corporation (the “Board”) shall hold an annual meeting for the purposes of organization, selection of Directors and officers, and the transaction of other business.
2. **Regular Meetings.** Regular meetings will be held as scheduled by the Board, with a published schedule and proper notice.
3. **Special Meetings.** Special meetings of the Board for any purpose(s) may be called at any time by the President, Secretary, or one-third of the members of the Board.
4. **Notice.** Special meetings and regular meetings of the Board may be held only after each Director has received notice of at least twenty-four (24) hours by a documentable form of communication.

ARTICLE IV BOARD OF DIRECTORS, OFFICERS

1. **Board Role, Size, Composition.** The Board is responsible for overall policy and direction of the school and delegates responsibility for day-to-day operations to the Director/Principal and committees established by the Board. The Board shall consist of no fewer than three (3) and no more than seven (7) members. The Board members shall receive no compensation other than reasonable expenses.
2. **Meetings.** The Board shall meet at an agreed upon time and place.
3. **Terms.** Board members shall serve three (3) year terms. However, in order to ensure that the terms of Board members are staggered to provide continuity in the Board, the terms for the initial

Advantage Arts Academy
Bylaws

Board of Directors shall be as follows: the Board member initially elected to serve as Board President shall serve a five (5) year term; the Board member initially elected to serve as Board Vice President shall serve a four (4) year term; the Board members initially elected to serve as Secretary and Financial Coordinator shall serve three (3) year terms; and Board members not initially elected to Board officer positions shall serve two (2) year terms. Board members are eligible for re-election.

4. Quorum. A quorum consists of a majority of the current Board members. A quorum of Board members must be present at any meeting of the Board before business can be transacted or motions made or passed.

5. Officers and Duties. There shall be four officers of the Board consisting of a President, a Vice-President, Secretary, and Financial Coordinator. The officers shall be elected to serve a one (1) year term by a majority vote of the Board at the annual meeting of the Board. The individuals elected to these offices shall hold their respective offices until their resignation, removal or other disqualification from service, or until the expiration of their office's term. No Board member may hold more than one office at any given time. Officers' duties are as follows:

(a) The President shall convene regularly scheduled Board meetings, shall preside or arrange for other members of the executive committee to preside at each meeting in the following order: Vice-President, Secretary and Financial Coordinator.

(b) The Vice-President will chair committees on special subjects as designated by the board.

(c) The Secretary shall be responsible for keeping records of Board actions, including overseeing the taking of minutes at all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each Board member, and assuring that corporate records are maintained.

(d) The Financial Coordinator shall ensure a financial report is presented at each Board meeting. The Financial Coordinator shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to Board members and the public.

6. Vacancies. Vacancies on the Board will exist (1) on the death, resignation, or dismissal of any member, or (2) when the term of a current Board member has expired. In order to fill such a vacancy, the Board will solicit applications from the school community or members of the community at large. The Board may then elect an approved applicant to fill the vacancy. Board members will be elected by the vote of a majority of the remaining members of the Board.

7. Resignation, Termination and Absences. Resignation from the Board must be in writing and received by the Secretary. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Board member may be removed with or without cause by the vote of two-thirds (2/3) of the remaining directors.

ARTICLE V COMMITTEES

The Board may create committees as needed to fulfill its responsibilities.

Advantage Arts Academy
Bylaws

**ARTICLE VI
DIRECTOR AND STAFF**

Director/Principal. The Director/Principal is hired by the Board. The Director/Principal has the day-to-day responsibility of managing the school, including carrying out the school's goals and Board policy. The Director/Principal will attend all Board meetings, report on the progress of the school, answer questions of Board members and carry out the duties described in the job description. The Board can designate other duties as necessary.

**ARTICLE 7
INDEMNIFICATION**

1. Indemnification of Directors and Corporation Agents. The corporation hereby declares that any person who serves at its request as a Director, officer, employee, Chair, or member of any committee, or on behalf of the organization as a trustee, Director, or officer of another organization, whether for profit or not for profit, shall be deemed the corporation's agent for the purposes of this Article and to the extent allowed by law, shall be indemnified by the corporation against expenses (including attorney's fees), judgment, fines, excise taxes, and amounts paid in settlement actually and reasonably incurred by such person who was or is a party or threatened to be made a party to any threatened, pending, or completed action, suit or proceeding, whether civil, criminal, administrative, or investigative by reason of such service, provided such person acted in good faith and in a manner he reasonably believed to be in the best interest of the corporation and, with respect to any criminal action or proceedings, had no reasonable cause to believe his conduct was unlawful. Except as provided in Article VII, Section 3, below, termination of such action, suit, or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not of itself create either a presumption that such person did not act in good faith and in a manner which he reasonably believed to be in the best interest of the corporation or, with respect to any criminal action or proceeding, a presumption that such person had reasonable cause to believe that his conduct was unlawful.

2. Indemnification Against Liability to the Corporation. No indemnification shall be made with respect to any claim, issue, or matter as to which a person covered by Article VII, Section 1 shall have been adjudged to be liable for negligence or misconduct in the performance of his/her duty to the corporation unless and only to the extent that the court in which such action, suit, or proceeding was brought shall determine upon application that, despite the adjudication of the liability, but in view of all the circumstances of a case, such person is fairly and reasonably entitled to indemnification for such expenses which such court deems proper.

3. Indemnification of Criminal Actions. No indemnification shall be made in respect of any criminal action or proceeding as to which a person covered in Article VII, Section 1 shall have been adjudged to be guilty unless and only to the extent that the court in which such action or proceeding was brought shall determine upon application that, despite the adjudication of guilt, but in view of all the circumstances of the case, such person is entitled to indemnification for such expenses, or fines which such court shall deem proper.

4. Period of Indemnification. Any indemnification pursuant to this Article shall: (a) be applicable to acts or omissions which occurred prior to the adoption of this Article, and (b) continue as to any indemnified party who has ceased to be a Director, officer, employee, or agent of the corporation and shall inure to the benefit of the heirs and personal representatives of such indemnified party. The repeal or amendment of all or any portion of these Bylaws which would have the effect of limiting, qualifying,

Advantage Arts Academy
Bylaws

APPENDIX C
Bylaws

restricting any of the powers or rights of indemnification provided or permitted in this Article shall not solely by reason of such repeal or amendment, eliminate, restrict, or otherwise affect the right or power of the corporation to indemnify any person, or affect any right of indemnification of such person, with respect to any acts or omissions which occurred prior to such repeal or amendment

7. **Advances of Costs and Expenses.** The corporation may pay costs and expenses incurred by a Director, officer, employee or agent in defending a civil or criminal action, suit or proceeding, in advance of the final disposition of the action, suit or proceeding upon receipt of an undertaking by or on behalf of the person that he or she shall repay the amount advanced if it is ultimately determined that he or she is not entitled to be indemnified by the corporation as authorized by these Bylaws.

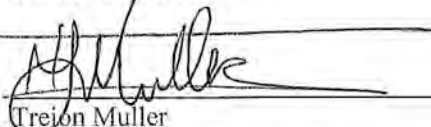
7. **Personal Liabilities of Directors and Officers.** No Director or officer of the corporation shall be personally liable to the corporation for civil claims arising from acts or omissions made in the performance of his or her duties as a Director or officer, unless the acts or omissions are the result of his or her fraud, or malicious or willful misconduct, or the illegal use of alcohol or a controlled substance.

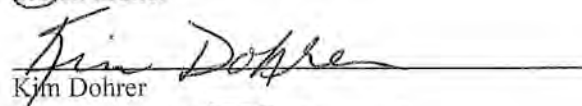
**ARTICLE VIII
AMENDMENTS**


These Bylaws may be amended when necessary by the vote of a two-thirds (2/3) majority of the Board.

Dated: June 22, 2016.

DIRECTORS:


Treion Muller


Kim Dohrer


Chris Finley

Advantage Arts Academy
Bylaws

Advantage Arts Academy
2018-19 Charter School Proposal